

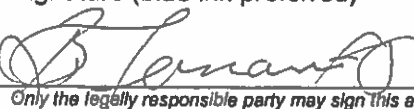
**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 1:50 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Mathis Independent School District		205904		
Vendor ID #	ESC Region #		DUNS #	
746001710	2		045372539	
Mailing address		City	State	ZIP Code
602 E. San Patricio Avenue		Mathis	TX	78368-
Primary Contact				
First name	M.I.	Last name	Title	
Gail		Shepler	Finance Officer	
Telephone #	Email address		FAX #	
361.547.3378 ext. 1011	gshepler@mathisisd.org		361.547.3378	
Secondary Contact				
First name	M.I.	Last name	Title	
Lacy		Dobbins	Reading Curr./Instr. Coach	
Telephone #	Email address		FAX #	
361.547.3378 ext. 1040	ldobbins@mathisisd.org		361.547.3378	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Benny	P.	Hernandez	Superintendent
Telephone #		Email address	FAX #
361.547.3378		bhernandez@mathisisd.org	361.547.4198
Signature (blue ink preferred)		Date signed	



April 24, 2017

Only the legally responsible party may sign this application.

701-18-111-095

Schedule #1—General Information

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD): N/A

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 205904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Not Applicable	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mathis ISD, in partnership with Communities in Schools of the Coastal Bend (CIS), seeks to create 21st Century Community Learning Centers at each of the four schools in our district: Mathis Elementary, Mathis Intermediate, Mathis Middle, and Mathis High Schools, by implementing the Mathis ACE program. Mathis Middle School is a 2017-2018 Priority School, and each of our four schools have high At-Risk populations (Elementary - 73.2%, Intermediate - 70.3%, Middle - 68.7%, and High - 71.7%) and an Economically Disadvantaged population ranging from 67.8% (high school) to 86% (elementary). Mathis is a rural town located in San Patricio County in the Texas Coastal Bend. Of the Mathis population of 5,003 residents, 92.2% are Hispanic and 35% live below poverty level. Mathis ISD is focused on improving literacy. This year, we implemented an innovative, alternative calendar that shortens the summer break to reduce summer learning loss; and creates 10 intervention Fridays for students who are not progressing satisfactorily to receive targeted, just-in-time, interventions and for students who are on track to participate in enrichment activities. Formative data shows increases in student performance, particularly reading and writing, since the implementation of the new calendar. The addition of Mathis ACE Community Learning Centers will expand and enhance this innovation to further increase instructional time, interventions, enrichment opportunities, and wraparound services that will accelerate improvement in our students' performance.

Community Needs – Lack of jobs in Mathis creates a situation where parents commute long distances to work. That, combined with the lack of viable childcare options, causes many Mathis ISD students to be "latchkey kids" whose parents leave home before students go to school and arrive home several hours after the school day ends. A range of 59% to 88% percent of Mathis ISD students read below grade level at grades 3 - 12, retention rates are high – ranging from 3.1% to 16.3% from 1st to 7th grade, and the graduation rate is 87.4%. Through parent, student, and partner surveys/focus groups, parents and grandparents report having difficulty helping their children with homework and having limited access to technology. In addition to homework help, they would like their children to learn life skills such as financial literacy and nutrition/wellness in order to improve their quality of life. Students report they most need help with reading and math, and they want the opportunity to participate in enrichment activities such as robotics, art, music, sports, and college readiness. The Mathis ACE program is designed strategically to address these needs.

Budget – Grant funds will support the activities outlined in this proposal to include staffing; tutoring, homework assistance, and credit recovery/acceleration; technology; contracted services; transportation; field trips; professional development; and enrichment activities. All expenses are assigned in order to adequately support grant requirements and expected results, and all expenses are supplemental and do not supplant or duplicate services currently provided.

Management Plan – The Mathis ACE Leadership Team, including the Project Director, will lead the Mathis ACE program to ensure all program objectives and student/parent targets are met. Data will be reviewed frequently and adjustments made swiftly as warranted. A Mathis ACE Community Advisory Council will serve at a high level to review progress and advise/assist with improvements.

Evaluation Plan – A logic model will be established to guide the program and evaluation process. An external evaluator will be contracted and all TEA requirements will be met. Quantitative and qualitative data will be examined in relation to intended results, and the logic model/program improved to address findings and ensure maximum impact.

Program – The Mathis ACE program, described in Schedule #16 Statutory Requirements 2, 3, 4, and 5, is designed to meet the needs of the Mathis community that were identified and prioritized through the community needs assessment conducted for the preparation of this proposal; complement and extend school day instruction; meet all TEA program requirements including providing high-quality academic enrichment activities, a broad array of other programs and activities, and meaningful family engagement activities; maximize the effective use of resources; and improve student academic performance on state assessments and core course grades, on-time promotion and graduation rates, school day attendance, discipline referrals, and college/career competencies. The Mathis ACE program will ensure alignment with the Texas ACE blueprint, and all Mathis ACE staff will participate in robust professional development to develop expertise in implementing best practices that are research/evidence-based.

Statutory/TEA Priorities – Mathis ACE includes a 2017-2018 priority school (Mathis Middle School) with an At-Risk population greater than the state (5 pts.), is submitting this proposal jointly with CIS to expand accessibility to high quality services in the community (5pts.) and is attaching a letter of support signed by all Mathis ISD Trustees regarding sustainability of the program after grant funding ends (5pts.)

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$596,286	\$	\$596,286
Schedule #8	Professional and Contracted Services (6200)	6200	\$229,000	\$12,000	\$241,000
Schedule #9	Supplies and Materials (6300)	6300	\$338,440	\$	\$338,440
Schedule #10	Other Operating Costs (6400)	6400	\$116,000	\$	\$116,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,	\$12,000	\$1,291,726
5% - \$12,000 <u>indirect costs</u> (see note):			N/A	\$52,586	\$52,586
Grand total of budgeted costs (add all entries in each column):				\$64,586	\$1,344,312

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$N/A
------	-----------------------------------------------------------------	----	----	-------

Administrative Cost Calculation

Enter the total grant amount requested:	\$1,344,312
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$67,215

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 205904		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$55,000
5 Site coordinator (required)	4		\$120,000
6 Family engagement specialist (required)	1		\$40,000
7 Secretary/administrative assistant	1		\$25,000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$240,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$156,000
25 6121 Support staff extra-duty pay			\$118,080
26 6140 Employee benefits			\$82,206
27	Subtotal substitute, extra-duty, benefits costs		\$356,206
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$596,286

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator to Evaluate Mathis ACE Sites	\$12,000
2	Communities in Schools to	\$120,000
3	Family Engagement Activities/Events/Presentations/Classes	\$39,000
4	Student Academic Enrichment Activities	\$50,000
5	Student Presentations	\$10,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$241,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$241,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 205904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$338,440
Grand total:		\$338,440

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 205904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$60,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$72,000
Remaining 6400—Other operating costs that do not require specific approval:		\$44,000
Grand total:		\$116,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 205904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree in education or related field. Minimum 3 years of experience in educational setting. Successful experience with program development, marketing, implementation and evaluation. Skilled in program management including data and budgets.
2.	Site Coordinator(s)	Bachelor's degree in education or related field. Successful experience working with high-risk children and families, supervising staff, and working in an after-school or summer school program.
3.	Family Engagement Specialist	Associate's degree in education or related field. Successful experience working in an educational, social service, or family support setting and working with families with diverse cultural and economic backgrounds. Familiar with community service agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Identify and recruit students requiring intervention	08/01/2018	05/24/2019
		2. Provide tutoring	08/20/2018	06/29/2019
		3. Provide homework assistance	08/20/2018	06/29/2019
		4. Academic enrichment activities aligned with TEKS	08/20/2018	06/29/2019
		5. Review data to monitor and adjust based on needs	09/01/2018	06/29/2019
2.	Improve on-time promotion and on-time graduation rates	1. Identify and recruit students requiring intervention	08/01/2018	05/24/2019
		2. Assign to CIS caseworker	08/20/2018	06/29/2019
		3. Provide tutoring and homework assistance	08/20/2018	06/29/2019
		4. Provide credit recovery/attendance recovery	08/20/2018	06/29/2019
		5. Review data to monitor and adjust based on needs	09/01/2018	06/29/2019
3.	Improve school-day attendance	1. Identify and recruit students requiring intervention	08/01/2018	05/24/2019
		2. Assign to CIS caseworker	08/20/2018	06/29/2019
		3. Health services, counseling, and/or basic needs	08/20/2018	06/29/2019
		4. Provide engaging enrichment activities	08/20/2018	06/29/2019
		5. Review data to monitor and adjust based on needs	09/01/2018	06/29/2019
4.	Reduce discipline referrals	1. Identify and recruit students requiring intervention	08/01/2018	06/29/2019
		2. Assign to CIS caseworker	08/20/2018	06/29/2019
		3. Provide counseling	08/20/2018	06/29/2019
		4. Connect with referral services if needed	08/20/2018	06/29/2019
		5. Review data to monitor and adjust based on needs	09/01/2018	06/29/2019
5.	Improve career competencies	1. Provide career exploration activities	09/01/2018	06/29/2019
		2. Provide TSI preparation/tutoring	09/01/2018	06/29/2019
		3. Provide dual credit tutoring	09/01/2018	06/29/2019
		4. Provide college visits/presenters	09/01/2018	06/29/2019
		5. Assist with college applications/scholarships/and prep for entrance exams	09/01/2018	06/29/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Process - Mathis ISD evaluated community needs and resources in a three-step process during April of 2018.

- 1. Reviewing Data and Resources with Partners** – In collaboration with partners, Mathis ISD reviewed community-level data such as demographics, employment, income, language, health, education, and housing; school-level data such as academic achievement, attendance, discipline, on-time promotion, graduation rates, and college/career readiness; and community resource data describing what is currently available to meet needs, particularly the needs of working families.
- 2. Surveying Parents and Students** – Through a combination of online surveys and focus groups, Mathis ISD surveyed parents and students to determine their needs and goals for the Mathis ACE program. Students were asked questions about the types of activities they would like, the academic areas in which they need the most help, and initiatives that would motivate them to attend regularly. Parents were asked what they wanted most from the program for their children and from the family engagement component. Also, parents were asked to describe the needs of working families that are not being met with current community and school resources.
- 3. Mathis ACE Planning Team** – The Mathis ISD team leading the development of this application (Superintendent, Curriculum Coaches, Finance Officer and Principals) met to review the data collected in steps one and two, to identify gaps between needs and current resources, to prioritize these needs, and to outline programs and strategies to be carried out in the centers to address those needs.

Results - The following needs were identified as the highest priority:

- Lack of jobs in Mathis causes parents commute to other towns, leaving home early and arriving home late.
- Only two childcare options in Mathis and those are very restrictive in terms of hours and ages of children served.
- 35% of Mathis population lives below poverty level, and average household income fell by 6.22% in 2017. 80.7% of the students in Mathis ISD are classified as Economically Disadvantaged.
- Many Mathis ISD students are being raised by aging grandparents rather than parents.
- Parents/grandparents report that they are unable to help students with homework and have limited access to technology at home. Students report they help in reading and math.
- A range of 59 - 88% of Mathis ISD students in grades 3 – 12 are reading below grade level.
- Retention rates in first through seventh grades exceed the state average, ranging from 3.1% to 16.3%.
- The on-time graduation rate for the class of 2016 was 87.4%.
- 70.1% of the students in Mathis ISD are classified at At-Risk.
- Students report that they want an opportunity to participate in enrichment activities after school such as robotics, art, music, and sports. Parents would like financial literacy and nutrition/health activities for students.

Existing community and school resources focused on addressing these needs include a Community Eligibility Provision meal program that offers all students three meals a day at no cost, a CIS program at Mathis Elementary and Mathis Intermediate Schools, a Head Start Program, a public library, school clubs, tutoring, rehabilitative skills training, a modified school calendar providing intervention days and shorter intercessions, college and career readiness activities, family involvement activities, and health/mental health services.

Programs and Strategies to Address Needs through Mathis ACE – The programs and strategies proposed in this application will expand and enhance our capacity to meet these community needs in the following ways:

- Providing a safe and enriching environment for students of working parents before and after school and during school breaks at no charge.
- Improving nutrition and decreasing hunger by increasing the number of students who are present to eat free breakfast and dinner and providing nutrition/healthy living education and activities for parents and students.
- Providing homework help, tutorials, and engaging activities aligned to TEKS and individual student needs in order to improve on-time promotion and graduation rates, grades, reading levels, and mastery of state exams.
- Providing enrichment activities aligned to student interests and parent goals.
- Engaging families in literacy activities to improve student and parent/grandparent literacy and confidence.
- Providing college and career exploration, preparation, and enrichment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Mathis ISD will partner with Communities In Schools of the Coastal Bend (CIS) to implement the Mathis ACE program. CIS is a non-profit drop-out prevention agency with a mission to surround students with a community of support, empowering them to stay in school and achieve in life. CIS has successful experience collaborating with Texas school districts to implement Texas 21st Century Community Learning Centers and an established relationship with Mathis ISD.

How Partnership will Contribute to Achieving Stated Objectives

Our partnership with Communities In Schools will contribute to achieving the following program objectives:

Improving Performance on State Assessments, Core Course Grades, and On Time Grade Level Advancement

CIS provides services that support all educational areas through activities such as homework help, tutoring, academic monitoring and small group instruction.

Improving School Day Attendance

CIS monitors attendance and provides attendance interventions such as providing clothing and hygiene items, home visits, and providing incentives for good attendance.

Decreasing Discipline Referrals

CIS monitors behavior and provides behavior interventions for students in at-risk situations including guidance and counseling that support and address individual students' needs.

Increasing High School Graduation Rate

In addition to academic and attendance supports, CIS provides positive social, cultural, recreational, interpersonal skills and experiences to enrich and expand students' understanding of life and involvement in community. These experiences create a sense of belonging that assists students to remain in and succeed in school. CIS provides caps and gowns.

Improving Student Career Competencies

CIS provides activities that promote career awareness, job readiness, skills training, preparation for the workforce and assistance in the attainment of employment including Kids N Career Photos, a career wall and lunchroom career talks.

Increasing Meaningful Family Engagement

CIS provides services and activities for families such as literacy and math nights, parent summits, parent huddles, and grandparent literacy days. CIS also connects families in crisis to resources available in the community.

How Partnership will Contribute to Sustaining the Program Over Time

CIS works with an array of community partners who provide wraparound services to students and families. Through the implementation of Mathis ACE, Mathis ISD will build sustainable relationships with these partners. CIS is also connected to an array of funders to support their programs in schools. Demonstration of the impact the Mathis ACE program has on the community will further attract this support.

Additional Partners

In addition to our primary partnership with CIS, Mathis ACE will also partner with the following organizations:

San Patricio County Adult Literacy Council to provide assistance to families to obtain their GED and continue their education at a local college or university.

Mathis Library to provide author visits, book clubs, and digital materials.

University of Texas Permian Basin (UTPB) to provide TSI prep and assessments, an online writing center, online tutoring, and on-site tutoring for dual credit students.

Coastal Plains Community Center to provide screening, crisis supports, and rehabilitative training to referred students.

South Texas Substance Abuse Recovery Services, Inc. to provide outpatient services to students and families

Boy Scouts

HEB to provide literacy materials and activities, HEBuddy League character education, and scholarships.

San Patricio Agriculture Extension Office to provide educational enrichment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Mathis ACE Program is intentionally designed to improve student performance (including raising literacy rates), attendance, discipline referrals, grade-level advancement, high school graduation rates, and career competencies.

Academic Performance and On-Time Grade level Advancement

Mathis ACE will provide data driven, standards based intervention for students through tutoring, accompanied by close monitoring of progress and just in time adjustments if students are not making satisfactory progress toward mastery of the TEKS being targeted. Tutoring will occur in small groups with similar needs, one-on-one, and with mastery-based software. In addition, for students who have low grades because they are not completing assignments, we will provide homework assistance and work with teachers to ensure all assignments are submitted and are completed successfully. Often, students who are require assistance miss valuable class time when they are pulled out of class for targeted interventions. The ability to provide interventions after school hours will reduce the amount of time students are out of their regular classes. Enrichment activities will provide extensions to classroom learning by providing additional time and resources such as hands on experiments and practical, real-world applications (Ex. planting a garden, building something using math equations, writing a real book, etc.). Students retain learning when it is hands on and applicable.

Attendance

CIS case managers will work with students who are experiencing attendance issues and their parents to determine the cause of absences and work to address those causes. The case managers will connect students and parents to needed resources such as clean clothes, health care, or child care services when factors such as those are preventing students from coming to school. Case managers will also follow up immediately on all absences, making home visits when necessary to ensure students are in school. Student attendance will also improve when they are engaged in the ACE activities as if they are not present in school, they will miss them.

Discipline Referrals

CIS case managers will work with students with serious or serial discipline issues and their parents to address the causes and solutions. Counseling will be provided and students will be referred to partners if more serious intervention is needed. Case managers will work closely with teachers and administrators to develop and implement plans to address problem behaviors. The ACE program will allow students to spend more time with positive role models and will provide additional time to offer counseling support.

High School Graduation Rates

Tutoring and homework intervention provided through Mathis ACE will assist students to earn credits for the courses they take and to demonstrate mastery on state exams. In addition, for students who have fallen behind, credit recovery options will be provided. Through the career and college readiness experiences provided through Mathis ACE, students will develop a post-high school plan that will motivate them to continue on a path that will accomplish that plan. CIS caseworkers will provide needed supports and interventions for students who are not on track to graduate.

Career Competencies

Through the Mathis ACE Career Exploration and College Discovery programs, students will have the opportunity to identify and work toward their career goals. Through the UTPB partnership, they will have opportunities to begin college studies and future careers while still in high school and participate in test preparation activities for the TSI, SAT, and ACT. Many of the enrichment activities in Mathis ACE are aligned with careers, so students have the opportunity to build competencies in specific fields. Examples include Girls Who Code and education programs with the San Patricio Agriculture Extension Office.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ACE will use best practices, including research and evidence-based practices, to provide activities that will complement and enhance our current programs and services.

Academic Performance

All academic activities that will be implemented in the Mathis ACE program will be standards-based - aligned to the TEKS, state assessments, and the Texas College and Career Readiness Standards. Intervention and enrichment activities will be data driven, designed by examining student performance in comparison to standards and student interests and goals. Student data will be monitored consistently so adjustments can be made based on progress. As students learn better when they are authentically engaged, activities will be strategically designed for high student engagement including hands-on, project-based experiences and lessons in the field. Research demonstrates that hands-on application of new learning improves retention.

Positive Youth Development

The positive youth development curriculum that will be implementing in Mathis ACE is LEAPS, a social-emotional learning program supported by evidence-based research in school districts throughout Texas and the country to improve attendance, reduce behavior problems, and increase academic achievement. In addition, CIS has more than 30 years of action-based research to support their strategies for developing youth. They will work with individual, small groups, and large groups of students to implement their program.

Post-Secondary and Workforce Preparation

Mathis ISD has robust Career and Technology Education (CTE) and College and Career Readiness programs. The district works closely with Education Service Center Region 2, Workforce Solutions of the Coastal Bend, and the UTPB to design and implement programs aligned with the Texas College and Career Readiness Standards and workforce needs. The Mathis ACE program will implement the same research-based strategies to provide additional, earlier, and more in-depth experiences with career possibilities and to provide more individualized assistance for students and parents preparing for and applying for college.

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County-district number or vendor ID: 205904	Amendment # (for amendments only):
Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Mathis ACE will implement an array of innovative program activities, complementing and enhancing the regular academic program and targeted to student needs. Mathis ACE staff will be trained to truly engage students in active learning in order to improve student achievement and overall student success. Examples of these activities are described below.</p> <p>Literacy Activities</p> <p>Through our partnership with the Mathis Public Library, students and parents will be able to check out digital books that they can access anytime, anywhere. Reading nooks will be created at each center. The library will arrange for visiting authors to speak to students and read aloud their work. The library will create book clubs for students to read high-interest books for their age and participate in hands-on activities related to each book. Students will be able to write their own books and journals in a writing center rich with inviting materials. CIS will collaborate with the library and the Family Engagement Specialist to host a family literacy night and a grandparent's literacy event. For parents who struggle with literacy, the San Patricio County Adult Literacy Council will offer reading classes.</p> <p>STEM Activities</p> <p>Students will have the opportunity to participate in special interest groups including, but not limited to, video game programming and design, Girls Who Code, and robotics. In addition, one of our partners, the local Boy Scout Camp Karankawa, will provide adventures in science through outdoor activities. CIS will collaborate with the Family Engagement Specialist to host a family STEM night. Parents workshops will be held to assist them in helping their students with math, including instruction on how to use graphing calculators that may not have been used when they were in school. The San Patricio Adult Literacy Council will offer mathematics classes for parents who wish to strengthen their own skills for a GED, career advancement, and/or college acceptance.</p> <p>Youth Development Activities</p> <p>Students will participate in character and community building activities in addition to activities that build resiliency and strengthen voice. CIS will lead some of these activities, and the center staff will also implement lessons from resources such as the LEAP Character Education Curriculum. Students will engage in service learning opportunities. Financial literacy classes will also be held for students and parents. The San Patricio Agricultural Extension Office and the local 4-H program will also provide Youth Development Activities.</p> <p>College and Career Readiness Activities</p> <p>Students will participate in the Mathis ACE Career Exploration and College Discovery programs. Through research, speakers, and onsite visits, students will explore careers in a variety of fields and colleges that offer degrees in those fields. Through our partnership with UTPB, high school students will be tutored to succeed in the dual credit courses in which they are enrolled, receive writing instruction and assistance, and access online tutorials. UTPB will also help prepare students for college entrance exams. CIS will provide workshops and assistance with college and scholarship applications. Roadmap to College trainings will be provided for parents, including assistance with financial aid applications.</p> <p>Tutoring, Homework Assistance, and Credit Recovery Activities</p> <p>Tutoring and homework assistance, aligned with state standards including the TEKS and state assessments, will be provided daily, along with access to credit recovery and attendance recovery opportunities.</p> <p>Nutrition and Wellness</p> <p>Nutrition classes, opportunities to learn and practice healthy cooking, and assistance with access to fresh fruits and vegetables will be provided to the students and families of Mathis ACE. In addition, structured physical activities will be a routine part of the program including opportunities to explore non-team sports such as hiking and yoga. Mathis ISD provides breakfast, lunch, and dinner free of charge to all students through the Community Eligibility Provision, so all students in Mathis ACE will eat three nutritious meals a day. Lunch will be provided during summer and intercession ACE. CIS will provide activities promoting health and safety awareness such as fire safety and Red Ribbon Week for drug abuse prevention and will connect families in crisis to community resources who will assist.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ISD will disseminate information about our Mathis ACE Community Learning Centers, including their locations, in a variety of ways. Parents, community members, and community-based organizations were included in the planning of this application through focus groups, surveys, and planning meetings, so there is already community-wide awareness and support for the program. As the award announcement will be made during our summer break, to ensure all parents, students, and community members are aware of the program and its benefits we will:

- Identify our highest need students through data review and referrals from teachers, counselors, parents, and partners, and target these students for enrollment with personal phone calls, emails, and/or home visits.
- Email parents, students, and community partners to share news of the award, program details, and instructions on how to enroll.
- Make announcements at community activities (church services, ball games, etc.)
- Share information at school activities (summer school, schedule pick-up, meet the teacher events, etc.)
- Post information at locations throughout the community (library, businesses, churches, doctor's offices and clinics, etc.)
- Submit a press release to the local newspaper (the Mathis and television stations about the award.
- Post information about the program on our website.
- Send phone messages to parents through our all-call phone system.
- Share information about the program at summer meetings and events such as Mathis ISD School Board Meetings.
- Share information through partners.

Information will be shared in both English and Spanish to ensure it is accessible to those who speak either language.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ISD serves a rural community so approximately 65% of students require transportation to and from school. In addition, most parents work outside of the Mathis area so have long commutes and are challenged to drop off and pick up students from school even for programs such as Mathis ACE with hours before and after the regular school day. This is true during the summer and school intercessions as well as most parents work regular schedules during school holidays. Therefore, Mathis ACE will provide additional bus routes to the current routes in order to transport students to and from home in order to participate in the Mathis ACE program. Funds have been allocated in the budget to support these additional routes.

In addition, some of the academic enrichment and college and career activities that are embedded into the Mathis ACE program design require travel. Examples include college visits, career site visits, educational field trips for real-life experiences, and enrichment activities such as team-building at a local Boy Scout Camp. Mathis ISD will provide transportation for these experiences, and funds have been allocated in the budget to support associated costs.

No transportation is required to Mathis ACE Centers as all centers are located at the schools that students attend.

Safety of our students when in transit on one of our school buses is our primary concern. The Mathis ISD transportation department ensures adherence to all local, state, and federal requirements for the safety of our school buses and the training of our drivers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ISD will not use volunteers in this program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Sustainability of the Mathis ACE program will be made possible through long-term strategic planning beginning now with the initial development and implementation of the program and continuing throughout the life of the grant. The Mathis ISD Board of Trustees has recognized the high need for this program and pledged to support the program long-term through its inclusion in Board Goals and long-term financial planning (Board Letter of Support attached).

Through the implementation of Mathis ACE, Mathis ISD will strengthen and expand partnerships with community agencies. The support of these agencies, including but not limited to our primary partner CIS, will contribute greatly to our ability to sustain the program once grant funding ends. High quality program evaluation will play a major role in that as we demonstrate through hard data and the stories of the participants the positive impact that the program has on the community. The Community Advisory Council will take a leadership role in this by engaging in a review of the program impact and sharing with their constituents, partners, and/or funders.

Throughout the program, we will build capacity to sustain. The staff involved will have numerous, rich professional development opportunities. Once they become experts, they will be able to train future staff. Also, many of the materials purchased and activities designed will not need to be replaced annually. Many will be able to be used long-term.

Finally, strategic coordination of programs and associated funding in Mathis ISD to include the ACE program will establish the foundation for an integrated funding model in the future as we learn to best leverage all available resources to meet the needs of students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ISD will effectively use public resources by coordinating federal, state, and local programs to serve students and families participating in the Mathis ACE programs. We will ensure data-informed decisions are made regarding the needs of each child and that each child is matched to the most appropriate services across programs, avoiding duplication of services. All services provided through Mathis ACE will supplement, rather than supplant, existing services funded by other programs.

Schoolwide Title 1a and State Compensatory Education Programs

The Mathis ACE team will coordinate with campus staff and special programs staff to track progress of students identified as At-Risk and to assign and provide interventions and programs that complement the services provided during the school day. For example, teachers will notify the ACE staff if a group of students is progressing using a specific State Compensatory Education program in reading but does not have enough time during the school day to engage in the program to make maximum progress. The ACE staff can then provide extra time for those students with that program after school. The teachers may notify ACE that a student requires an intervention available through ACE that is not available through the Title 1a or State Compensatory Education programs. Similarly, ACE staff may share with teachers, counselors, and administrators specific strategies used in the ACE program that are showing positive results to inform the other programs. Mathis ACE Family Involvement Specialist will coordinate with staff implementing the Title 1a Parent Involvement Program to provide services for which parents have expressed a need/interest that the Title 1a program is unable to provide given available resources. Each will also encourage parents participating in one program to take also take advantage of the benefits of the other, maximizing services to families.

Child Nutrition

Mathis ISD participates in the Child and Adult Care Food Program Community Eligibility Provision (CEP) to provide, free of charge, three meals a day to students. Currently approximately 50% of Mathis ISD students take advantage of the free dinner program. The Mathis ACE program will coordinate with the child nutrition department so that ACE students participate, increasing the number of students who receive a nutritional dinner. In addition, ACE staff will coordinate with child nutrition staff to ensure students who participate in the before school ACE activities eat breakfast. CIS and the Family Engagement Specialist will work with families who are struggling with having sufficient food to feed their families on the weekends to connect them to community resources. They will coordinate holiday baskets for Thanksgiving and Christmas, they will hold nutrition and nutritional cooking classes for parents and students, and they will connect parents to resources for fresh fruits and vegetables.

Tutoring

Mathis ISD offers limited after school tutoring paid with local funds and a Title 1a Priority School grant that ends this year. The Mathis ACE program will provide additional, targeted interventions through the ACE tutorial, homework help, and credit recovery programs. In addition, Mathis ACE will provide engaging academic enrichment activities such as video game programming and science walks to reinforce and extend learning.

Special Programs

Mathis ACE staff will work closely with special programs staff (Bilingual/ESL, Special Education, Homeless/Foster, CTE, and other special programs) to ensure a fully inclusive environment where all ACE students are set up for success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Mathis Elementary School 315 S. Duval Street Mathis, Texas 78368		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	205904101				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		225	Parent/legal guardian target (in proportion with student target):		113
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A			
	9-digit campus ID number					
	Estimated transportation time					
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Mathis Intermediate School 550 E. San Patricio Avenue Mathis, Texas 78368		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		205904102				
Cost per student		\$1,000				
"Regular" student target (to be served 45 days or more annually):		225	Parent/legal guardian target (in proportion with student target):		113	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name		N/A				
9-digit campus ID number						
Estimated transportation time						
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Mathis Middle School 1627 E. San Patricio Ave. Mathis, Texas 78368		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	205904041				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		175	Parent/legal guardian target (in proportion with student target):		88
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 205904				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Mathis High School 1615 San Patricio Avenue Mathis, Texas 78368		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12
	9-digit campus ID number:	205904001			
	Cost per student	\$1,000			
	"Regular" student target (to be served 45 days or more annually):		150	Parent/legal guardian target (in proportion with student target): 75	
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$0			
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):	
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
	9-digit campus ID number				

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 205904				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Mathis High School 1615 San Patricio Avenue Mathis, Texas 78368		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
	Center 8	Name and physical address of center site:		The campus is (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name				Feeder school #3	
9-digit campus ID number					
Estimated transportation time					
Center 9		Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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9-digit campus ID number								
Estimated transportation time								
Schedule #17—Responses to TEA Program Requirements (cont.)								
County-district number or vendor ID: 205904				Amendment # (for amendments only):				
Center 10	Name and physical address of center site:		The campus is (check all that apply):			Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12			
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name:							
	9-digit campus ID number							
Estimated transportation time								

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Mathis ACE team will be led by the ACE Project Director who will report to [REDACTED] and will be supported and guided by the Mathis ACE Leadership Team comprised of the Superintendent, Finance Officer, curriculum coaches, principals, and CIS representative, along with the ACE Project Director. The Superintendent has championed this program from the initial conversations about applying and has committed to be directly involved in ensuring the success of the program. The ACE Community Advisory Council will serve as high level advisory board for the leadership team. The ACE Family Involvement Specialist and the ACE secretary will report to the ACE Project Director. Each of the four community learning centers will be led by ACE site directors who will report to the ACE Project Director with guidance from school principals and will supervise the ACE site assistants and tutors. All salaries have been fully funded in the proposed budget including before school, after school, summer, and intercession work hours and ACE professional development. In addition, a CIS caseworker will be assigned to each site, paid by CIS. The program budget includes funds to pay CIS as a contractor for all services provided including staff. Because recruiting and retaining high quality staff is vital to program success, Mathis ISD will publish vacancies as soon as the award is announced in a variety of forums designed to reach a large pool of applicants with the qualifications and experience required. Mathis ISD will actively recruit prospective high-quality applicants and design an interviewing and selection process to identify the best candidates. Ongoing professional development and coaching is also key to high-performing staff. Mathis ACE staff will attend all TEA required and recommended training, and the budget has been designed to support associated costs.

Each Mathis ACE Community Learning Center will operate before and after school and during intercession and summer breaks in order to support working parents and provide maximum services for students. Transportation will be provided for students to and from the centers. Supplemental funds for extra bus routes are included in the program budget. Center activities will include tutoring and homework assistance, academic enrichment activities, youth development activities, nutrition and wellness activities, college and career readiness activities, credit recovery opportunities, educational field trips, speakers, special events, and case management. Activities will be led by Mathis ACE staff and partners. The ACE Project Director will coordinate all services from partners. All center activities and the necessary materials and services to provide them have been included in the program budget.

The operations plan is designed to meet all program objectives and student service targets. This will be consistently monitored by the Mathis ACE Project Director and the Mathis ACE Leadership Team. The Mathis ACE Leadership team will meet monthly to review data describing progress toward program objectives and student service targets. This data will inform any program adjustments or supports required to improve progress. As the superintendent is a member of this team and has decision-making authority for the district, responses will be swift. The Mathis ACE Community Advisory Council will meet quarterly, and the Mathis ACE Leadership team will present program results and solicit input at each meeting.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mathis ISD will ensure that all TEA-required data is collected, reported, and analyzed for program evaluation and improvement per Texas ACE guidelines and schedules. Creating a data collection plan and supporting implementation of the plan will be a priority for the Mathis ACE Leadership Team. Program and student data will be used to continually monitor, inform, and adjust the Mathis ACE program to ensure program objectives and student targets are met.

Mathis ACE will contract with an external evaluator to evaluate our Texas 21st Century Community Learning Center Grant Program. We will follow the guidelines in the appendices of the Texas ACE Blueprint to select a highly qualified evaluator and work closely with him/her to implement the evaluation of the Mathis ACE program as required. The evaluation will be based on a logic model created by the Mathis ACE Leadership Team.

The evaluation will consist of four components spanning the course of the grant year:

Fall, 2018

Answer the question, "Does a well-designed program exist?" by examining the logic model.

Following the End of Fall Semester, 2018

Answer the question, "Are the program components being implemented as planned?" by examining the alignment of the program practices to the design as expressed in the logic model.

Spring, 2019

Answer the question, "Are program activities developed, and are students and parents participating?" by examining activity and participation data.

Summer, 2020

Answer the question, "Was the program implemented effectively and did it make a difference?" by examining outcome data, comparing outcome data to a comparison group, and comparing fall and spring data.

At each of these four points in the evaluation process, the Mathis ACE Logic Model will be reviewed and revised for program improvement.

The evaluator will use quantitative and qualitative measures including performance and participation data, examining artifacts, observing center activities, and interviews. Evaluation results will be shared with the Mathis ACE Team, the Mathis ACE Leadership Team, and the Mathis ACE Community Advisory Council to inform program improvement. The evaluations will also be submitted to TEA.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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